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ABSTRACT

Program 10 of the Center for Research and Development in Higher Education is a broadly based program of research into the dynamics of the absorption of "new students," here defined as students who formerly did not continue their education beyond high school into post-secondary education. The program will attempt to develop answers to the following questions: What are the characteristics of the new students? How may they best be enabled to meet the standards and requirements of the higher education institution? How may curricula and supportive educational services be modified to respond to the needs of the new students? How may needed institutional reforms be achieved efficiently and harmoniously? This proposal presents 4 research plans for (1) effective remedial programs, (2) counseling programs, (3) curricula, and (4) implementing programs for new students. In addition, work plans for fiscal years 1971, 1972, and 1973 are presented and four projects are described which will be initiated in 1971. These are: "The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of "New Students;" "Impact of a Program of Peer Tutoring on the Communications Skills of "New Students;" "Utilizing Tutors Effectively in Academic Programs for "New Students;" and "The Implementation of Programs for 'New Students' that use Peers and Paraprofessionals." (AF)

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PROGRAM 10

DEVELOPING RELEVANT PROGRAMS FOR NEW STUDENTS

by E. Klingelhofer

PROBLEM

Postsecondary education for a majority of secondary school graduates has increasingly become the standard of academic achievement in the United States, replacing the high school diploma goal developed during the 1920s. In the past few years, as a consequence, postsecondary educational institutions have had to cope with rapidly growing numbers of "new students"--students who formerly did not continue their education beyond high school. These students are drawn largely from the economically and educationally disadvantaged segments of the society; they include significant numbers from ethnic minorities and from student groups whose prior school achievement has been below average. Most colleges are now enrolling these students in substantial numbers and have initiated or adopted programs especially designed to serve them.

Programs for new students have burgeoned rapidly, frequently outstripping the capacity of the institutions to plan or devise programs or to provide services capable of responding sensitively and

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and productively to them. Pressure from students and recognition of the necessity to develop alternatives to the standard academic fare have resulted in an extraordinary flowering of innovative, creative educational programs and supportive services intended to recognize the special needs and problems of the new student. However, the capacities, characteristics, and requirements of the new student are not well-understood in the conventional postsecondary academic setting, and the kinds of educational strategies which could be used with the best effect have not been identified or catalogued.

The Center, in a number of projects already begun, has taken steps to accomplish the initial task of describing and characterizing the new student as well as some of the programs which have been expressly developed for him.

Project 10-1 assesses the characteristics of new students (through analysis of information contained in the Center's Data Bank) and inventories some of their intensive problems. Project 10-6 concentrates on the problem of remediation by surveying student perceptions of needs and problems and the strategies available to institutions to deal with them. Findings from both of these benchmark descriptive investigations are currently being prepared. Project 10-1 marks a logical point of departure for all investigations concerned with the new student; Project 10-6 serves an analogous purpose for the specialized activities with which it is concerned.

Project 10-11, in final stages of completion, supplies useful descriptive and evolutionary information on one special type of program--ethnic studies--which has largely grown in response to the needs of new students. The special concerns of this project are the relevance of such programs for professional training in medicine and dentistry and the adaptations necessary, both in ethnic studies curricula and in professional school admissions requirements, to achieve more effective working relationships.

Project SCOPE, dealing with a large and carefully chosen sample of secondary school students, with special attention to opportunities for their postsecondary education, has also secured considerable data useful in evaluating new students. Information on those individuals properly classifiable as new students has been extensively utilized in Project 10-1; and the considerable array of information on academic aptitude, family and home milieu, parental and familial circumstances, attitudes, values, school perceptions, and occupational preferences obtained by SCOPE will be used in all of the investigations proposed for Program 10.

In spite of the rapid developments regarding new students, the interrelated problems involved have not been attacked comprehensively. These problems include ascertaining who the new student is, what programs and procedures are effective in helping him achieve his educational goals, and what processes are most effective in making the educational institution more receptive to the

kinds of changes which must be brought about. Since the increased enrollment in postsecondary education will largely be made up of new students, a broadly based program of research into the dynamics of their absorption into postsecondary educational experiences is required. Program 10 is designed to answer that need by designating a line of research which will yield valuable information on how best to deal with this broad social phenomenon--a phenomenon which will doubtless command a significant share of the attention of American educators for the decade of the 1970s.

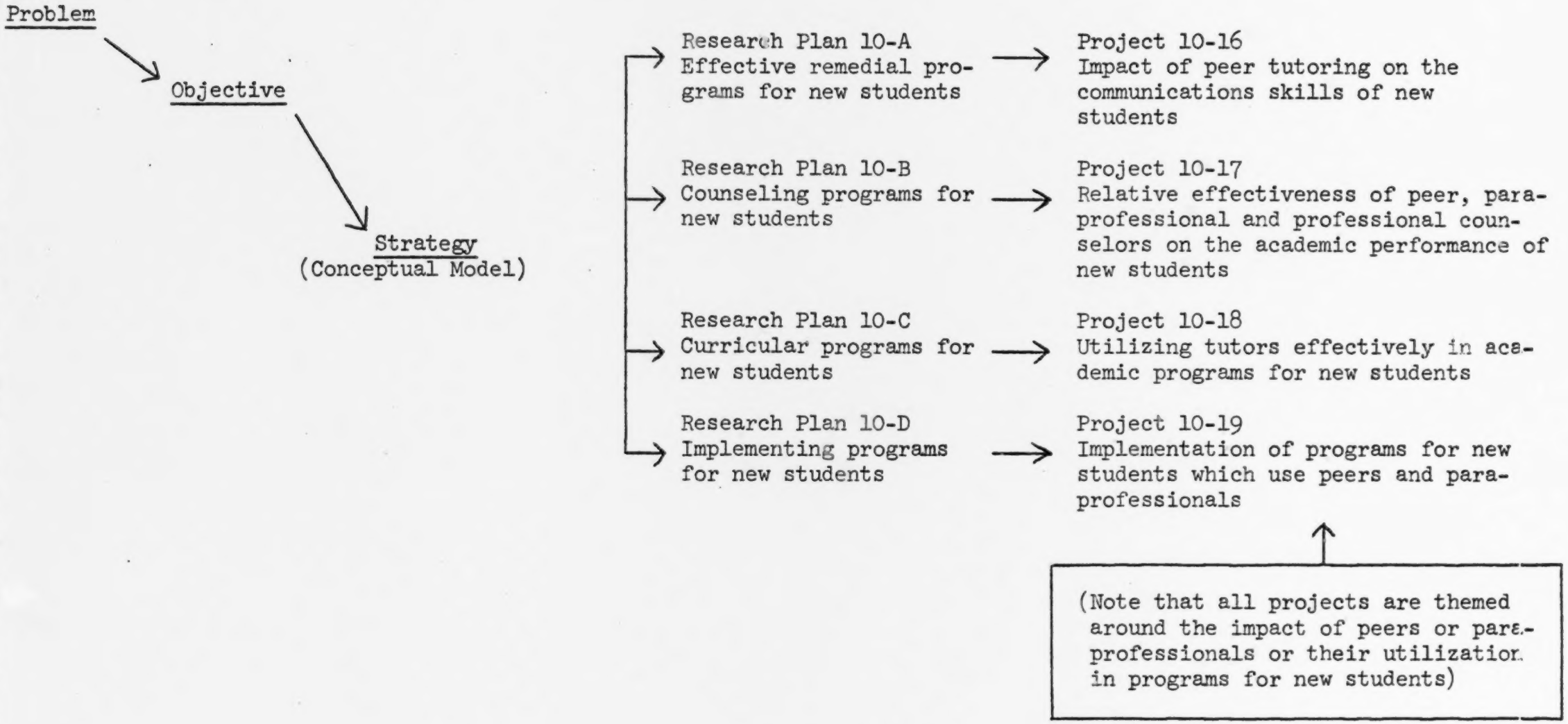
OBJECTIVES

Program 10 will concern itself with developing answers to the following questions:

- What are the characteristics of the new student? (Current and continuing examination of this question will be required.)
- How may the new student best be enabled to meet the standards and requirements of the postsecondary educational institution?
- How may curricula and supportive educational services be modified to respond effectively and sensitively to the needs of the new student?
- How may the institutional reforms required for the effective training of the new student be achieved efficiently and harmoniously?

The answers to these questions will be sought in a set of temporally and spatially interrelated studies which will describe and assess the state of postsecondary education as it relates to new students. Whenever possible, the inverse of this relationship--

SCHEMATIC OUTLINE FOR PROGRAM 10


Problem
Objective
Strategy
(Conceptual Model)
Research Plan 10-A
Effective remedial programs for new students
Project 10-16
Impact of peer tutoring on the communications skills of new students
Research Plan 10-B
Counseling programs for new students
Project 10-17
Relative effectiveness of peer, paraprofessional and professional counselors on the academic performance of new students
Research Plan 10-C
Curricular programs for new students
Project 10-18
Utilizing tutors effectively in academic programs for new students
Research Plan 10-D
Implementing programs for new students
Project 10-19
Implementation of programs for new students which use peers and paraprofessionals
(Note that all projects are themed around the impact of peers or paraprofessionals or their utilization in programs for new students)

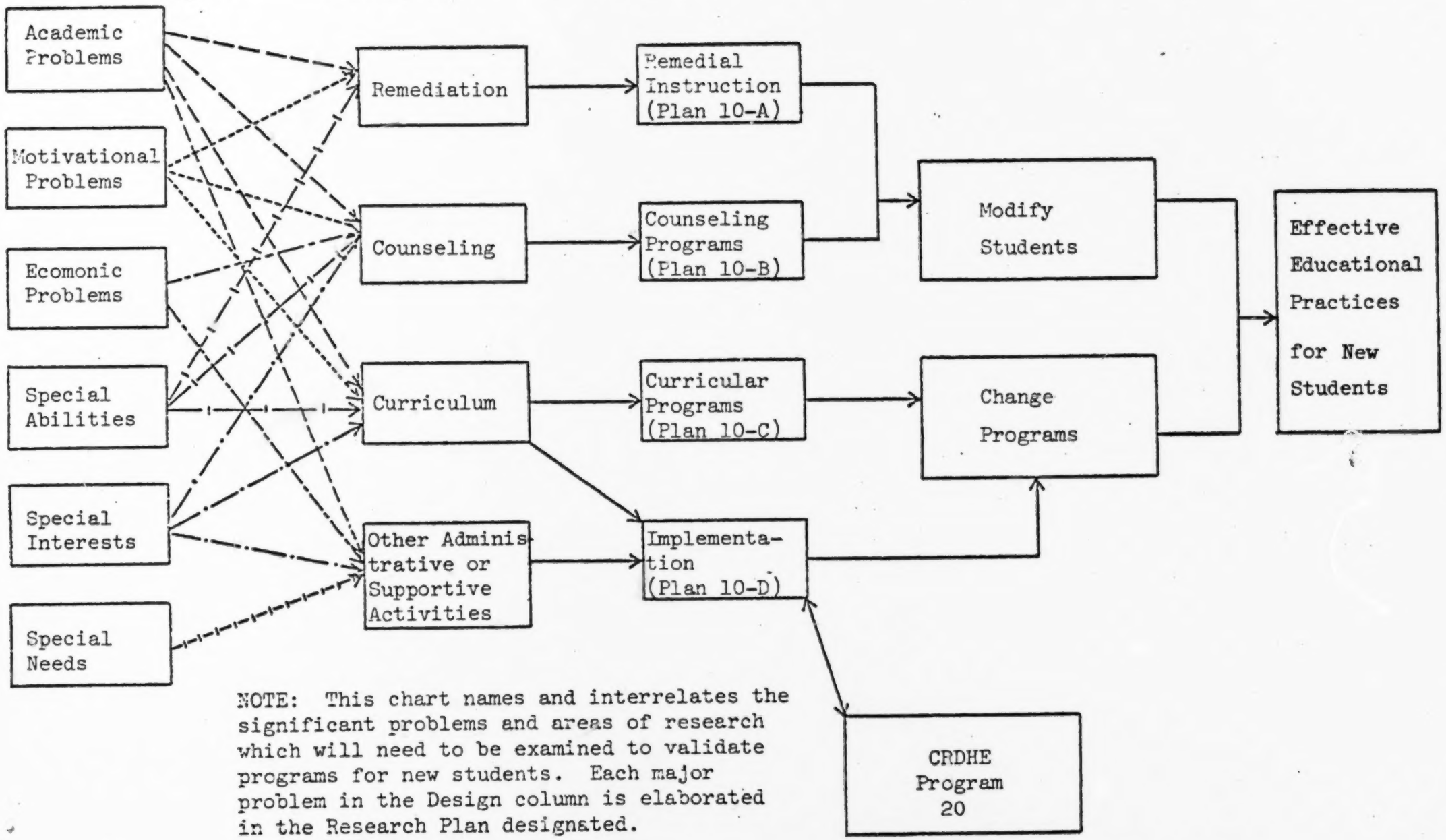
the effect which the new student has on programs--will also fall under scrutiny. The first product of most of the investigations will usually be an annotated bibliography for the particular program under study, the main purpose of which is to make readily available a compendium of experience which may be useful to institutions involved in program planning. Subsequent products of any project will ordinarily include a rigorous assessment of the activity under study, followed by the communication, in various forms, of guideline statements for the use of students, teachers, educational administrators, program planners, and policy makers in a variety of types and levels of postsecondary institutions--community colleges, proprietary institutions, private or public colleges and universities. As indicated in our discussion of specific research plans, products may include--but are not limited to--demonstration models, training and orientational materials, seminars, and workshops. What specific products result will depend on the findings and conclusions growing out of basic research in the individual projects.

For the bulk of the projects described in later sections of this proposal the target research population consists of the new students, and this group will ultimately profit from the research feedback through the introduction of programs, procedures, and strategies especially suitable for their education. The target development population consists of educational producers--the

CHART 1

Conceptual Model for Program 10 - New Students

Task →	Identify New Student Needs	Identify Promising Program Features	Design Experiments	Measure Effects	Designate Procedures
Process →	Search Literature Analyze existing Data	Search Literature Consult Experts Visit, Survey	Locate Models Develop Procedures	Assess Criteria	Demonstration Models; Training Materials; Seminar Workshops
CRDHE Projects →	10-1; SCOPE	10-6; 10-11			



NOTE: This chart names and interrelates the significant problems and areas of research which will need to be examined to validate programs for new students. Each major problem in the Design column is elaborated in the Research Plan designated.

problems to which any postsecondary institution enrolling new students must attend and we have used them as the major focuses of research planning for Program 10. Each of these crucial variables has been elaborated in a detailed research plan and Charts 2 through 5 spell out the problems, the projects, and the goals held for the plan. Discussion of these plans and the specific projects scheduled for inauguration in FY 1971 occupy the rest of this section. The entire coordinated program of research will aim at three major and interrelated effects. We seek, first, to find ways to modify programs, adapting them to changing student needs; second, to discover ways to change students, enabling them to satisfy fixed educational or programmatic requirements; and third, to find ways of effecting change through the governance structure. This goal links the total program of research in Program 10 with the activities carried on under Program 20, and all of these objectives contribute to the ultimate purpose of finding the means of providing education appropriate for the new student.

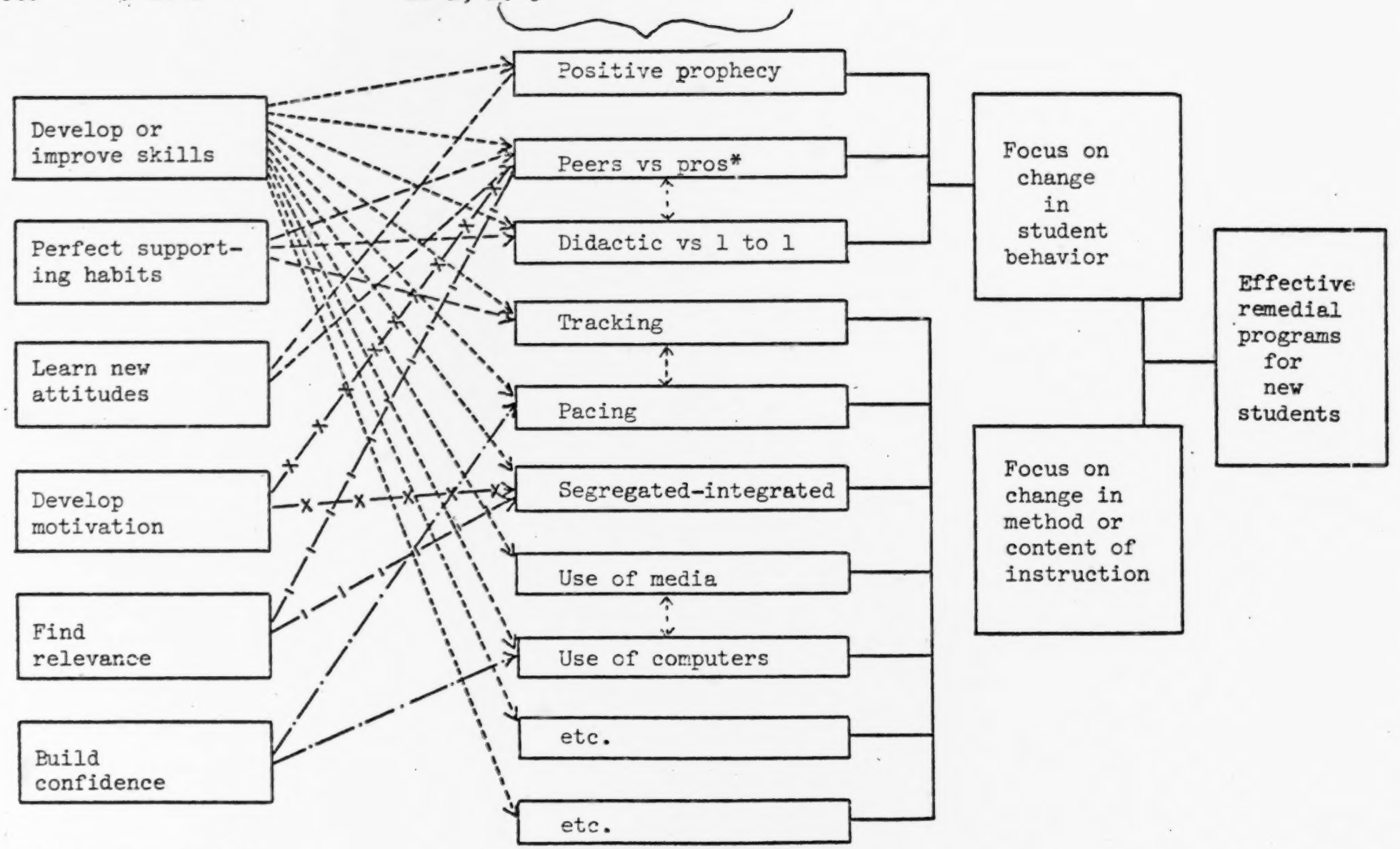
RESEARCH PLAN 10-A: EFFECTIVE REMEDIAL PROGRAMS FOR NEW STUDENTS

The new student, partly because of the way we have defined him, may lack the skills requisite to successful conduct of traditional academic activities. The academic institution enrolling new students must respond to this lack in one way or another and deal with it accordingly. Chart 2 shows the dimensions of the problem

CHART 2

Research Plan 10-A: Effective Remedial Programs for New Students

Task →	Identify New Student Needs	Identify Promising Program Features	Design Experiments	Measure Effects	Designate Procedures
Process →	Search Literature Analyze existing Data	Search Literature Consult Experts Visit, Survey	Locate Models Develop Procedures	Assess Criteria	Demonstration Models; Training Materials; Seminar Workshops
CRDHE Projects →	10-1	10-1; 10-6			



*See Project Plan 10-16

of remediation and identifies some of the more obvious research questions. The chart stresses both the complexity and the interrelatedness of the many aspects of remedial training. Developing the capacity to perform at some given level of proficiency in a postsecondary educational setting not only entails improvement in skills but requires parallel change in supporting habits, attitudes and motives, the perception of relevance, and the growth of confidence.

Research Plan 10-A indicates that the differential effectiveness of peers and professionals will provide the focus for one of the specific projects planned for initiation in FY 1971. This and other detailed Program 10 research plans are presented in a later section devoted to specific research projects.

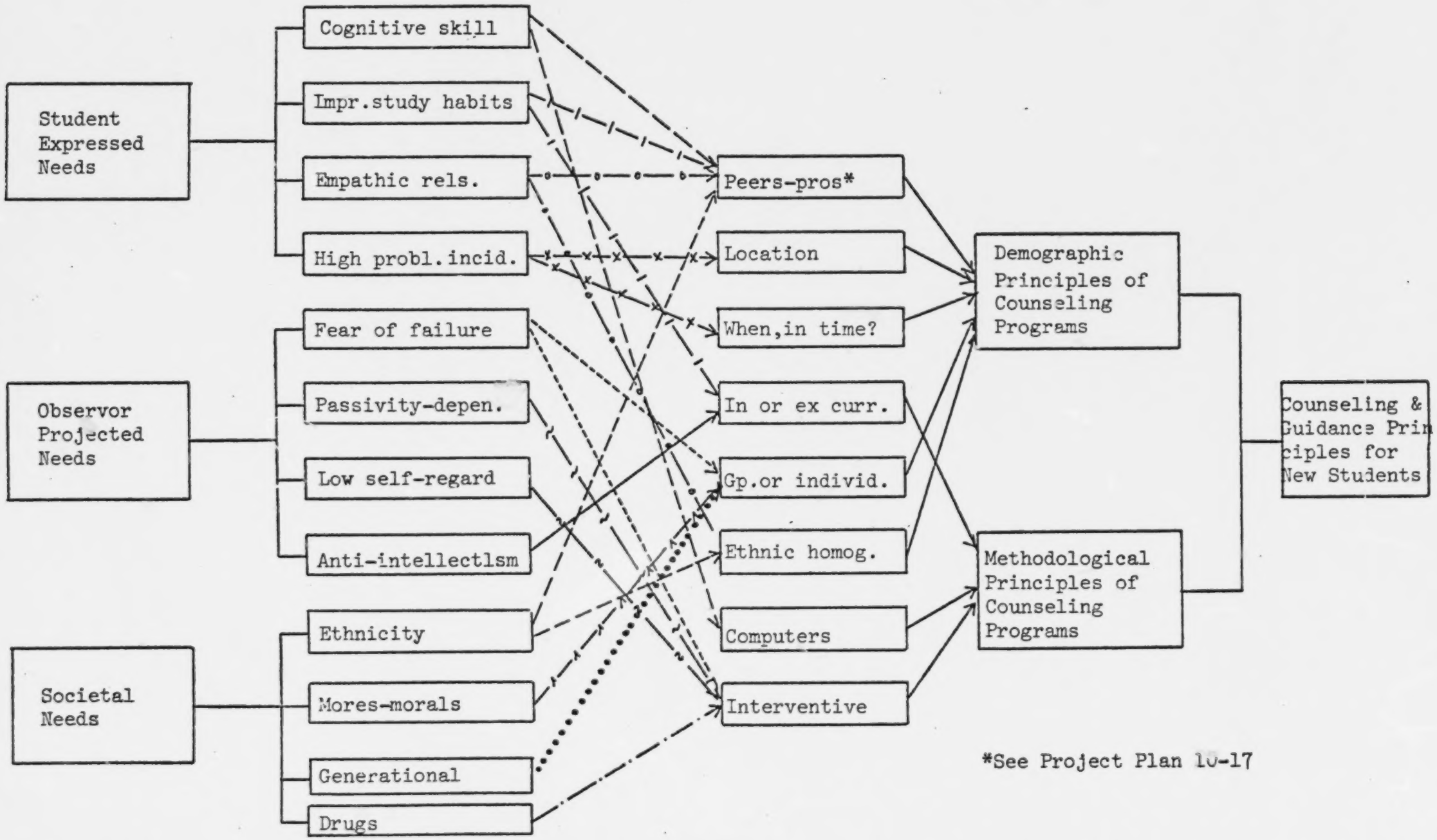
RESEARCH PLAN 10-B: COUNSELING PROGRAMS FOR NEW STUDENTS

Counseling and guidance plays an important part in the assimilation of the student into the educational culture. The new student brings a variety of problems when he embarks on his post-high-school training. In addition to assistance with the ordinary decisions about choice of courses and majors, and the resolution of the many issues and conflicts faced by young people today, he needs help with some severe, ubiquitous, and unique problems. For example, the new student simply does not accept or participate in the counseling process as readily as his higher-achieving middle-class

CHART 3

Research Plan 10-B: Counseling Programs for New Students

Task	Identify Student Problems and Requirements	Identify Specific Concerns	Design Experiments	Measure and Evaluate	Designate Procedures
Process	Literature Canvass; Reanalysis of Existing Data	USOE Survey; Visits; Consultations	Locate Existing, Develop New Programs	Interview, Test, Give Scales, Conduct Case Studies	Demonstration Models, Training Materials, Seminars, Workshops
CRDHE Projects	10-1	10-6; SCOPE			



*See Project Plan 10-17

counterpart. Effective counseling programs would accommodate to this fact with lowered student resistance the result. To make appropriate modifications, counseling directors and practitioners must know what counseling or guidance practices are most helpful to and appropriate for the new student. Chart 3 outlines a plan for research in this area, one which would set forth the counseling practices and principles most effective for the new student. The plan, when fully prosecuted, would yield a comprehensive statement about procedures which enhance the ability of students to meet academic requirements or goals as reflected in student performance (survival, achievement, ability to utilize or apply educational experience, shifts in values, attitudes, etc.). We have singled out the peer-professional dimension as the one requiring immediate research attention, and the details of a proposed investigation (Project 10-17) appear in the specific research projects section of this proposal.

RESEARCH PLAN 10-C: CURRICULA FOR NEW STUDENTS

The new student has been made the object of a wide variety of programs, procedures, and curricula tailored to his skills, his special talents, and his needs. We differentiate these kinds of programs from remedial strategies primarily on the basis that remediation stresses changing or modifying the student to enable him to meet relatively fixed institutional standards while especially

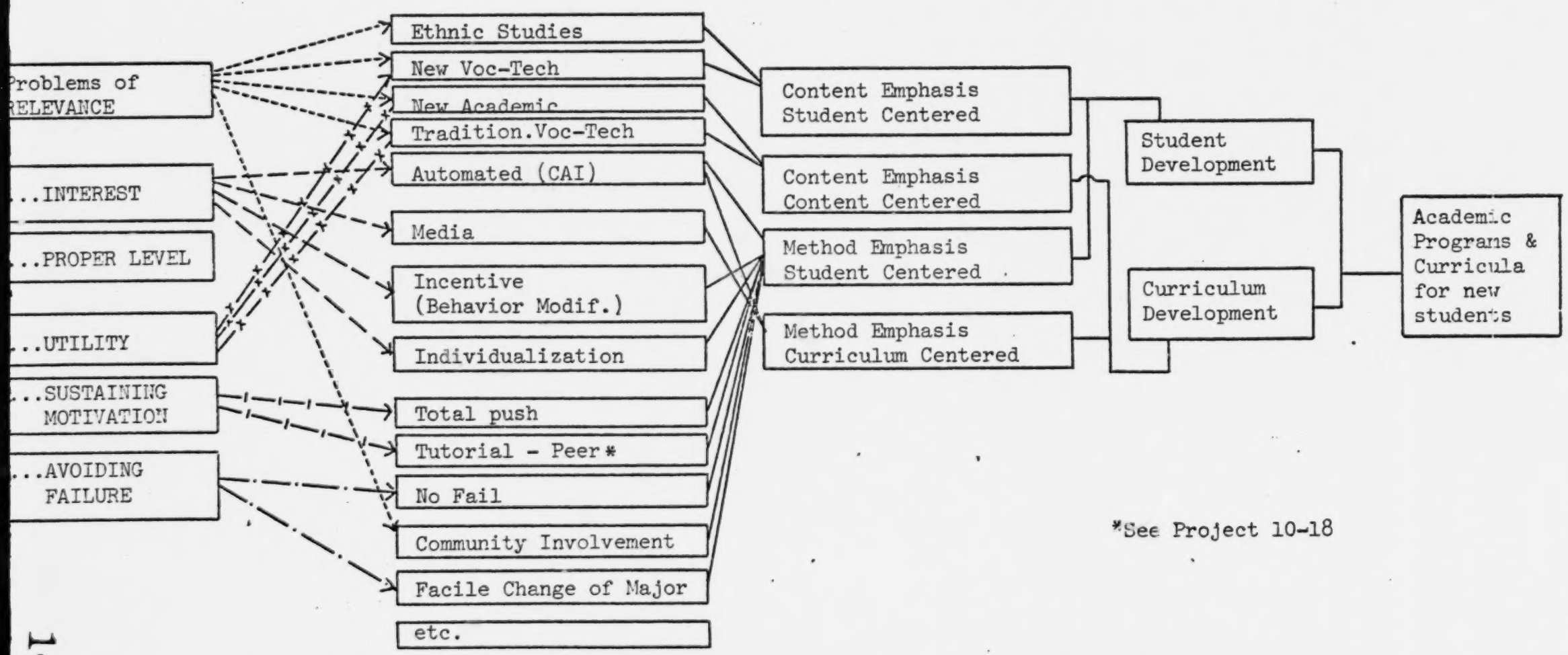
designed curricula try to recognize and adapt to the requirements and capabilities of the students. In the first case, the student changes to satisfy curricular standards; in the second, the curriculum adjusts to student capabilities and requirements. These programs are in process of being inventoried through USOE-sponsored research. Center Project 10-11 conveys some idea of the great range of alternatives in ethnic studies programs--just one small enclave of curricular change. In surveying 318 institutions offering ethnic studies programs, the investigators found a melange of ways of introducing ethnic studies into the curriculum. Real or paper departments, centers, or institutes offer or sponsor courses, sequences, or programs pointed toward a multitude of academic goals.

While the solutions vary greatly from one place to another, they address a finite and common set of questions--how to make programs for new students relevant, interesting, appropriate for level of difficulty, useful, positively reinforcing, and continuously motivating. These concerns and some of the types of programs devised in response to them appear in Chart 4, which sketches an overall research plan inquiring into special programs or curricula developed for new students. In this area, one particular problem--the ways and the effect with which peers are utilized in the teaching-learning process--provides the basis for a specific research project (Project 10-16) presented later in the proposal.

CHART 4

Research Plan 10-C: Curricula for New Students

Task	Identify Student Needs	Taxonomy of Program Features	Design Experiments	Measure and Evaluate	Designate Procedures
Process	Lit. Search Re-analysis Data Banks Surveys Consultants	Lit. Search Visits Surveys, Consultants	Locate Programs; Develop & Test New Ones	Thru Tests Questionnaires Interviews Case Study	Model Programs Training, Seminars Workshops
CRDHE Projects	10-1; 10-6; SCOPE	10-11			



*See Project 10-18

RESEARCH PLAN 10-D: IMPLEMENTING PROGRAMS FOR NEW STUDENTS

Programs for new students, once conceived, face the problems associated with implementation. The conditions to be met and the ideal internal and temporal interrelationships are listed in the final column of Chart 5. Each condition suggests its own program of research. For example, the question Is faculty support adequate? entails asking, as well, How do we know (by what means do we conclude) that faculty support for a program is adequate? More, if faculty support is judged to be inadequate, how can it be set right? The alternatives are recruitment--of qualified professionals or of student peers or paraprofessionals--or retraining existing faculty. If retraining is to be done, the methods to be used and the problems to be met in the trainees need to be specified. This chain has been sketched in Chart 5, and it illustrates the sequence of steps which might antedate the decision that an implementation condition (adequate faculty support) had been met. In Chart 5 we indicate that the role of peers and paraprofessionals in developing faculty support for new programs will be the subject of detailed consideration in FY 1971. A specific project (Project 10-19) is proposed.

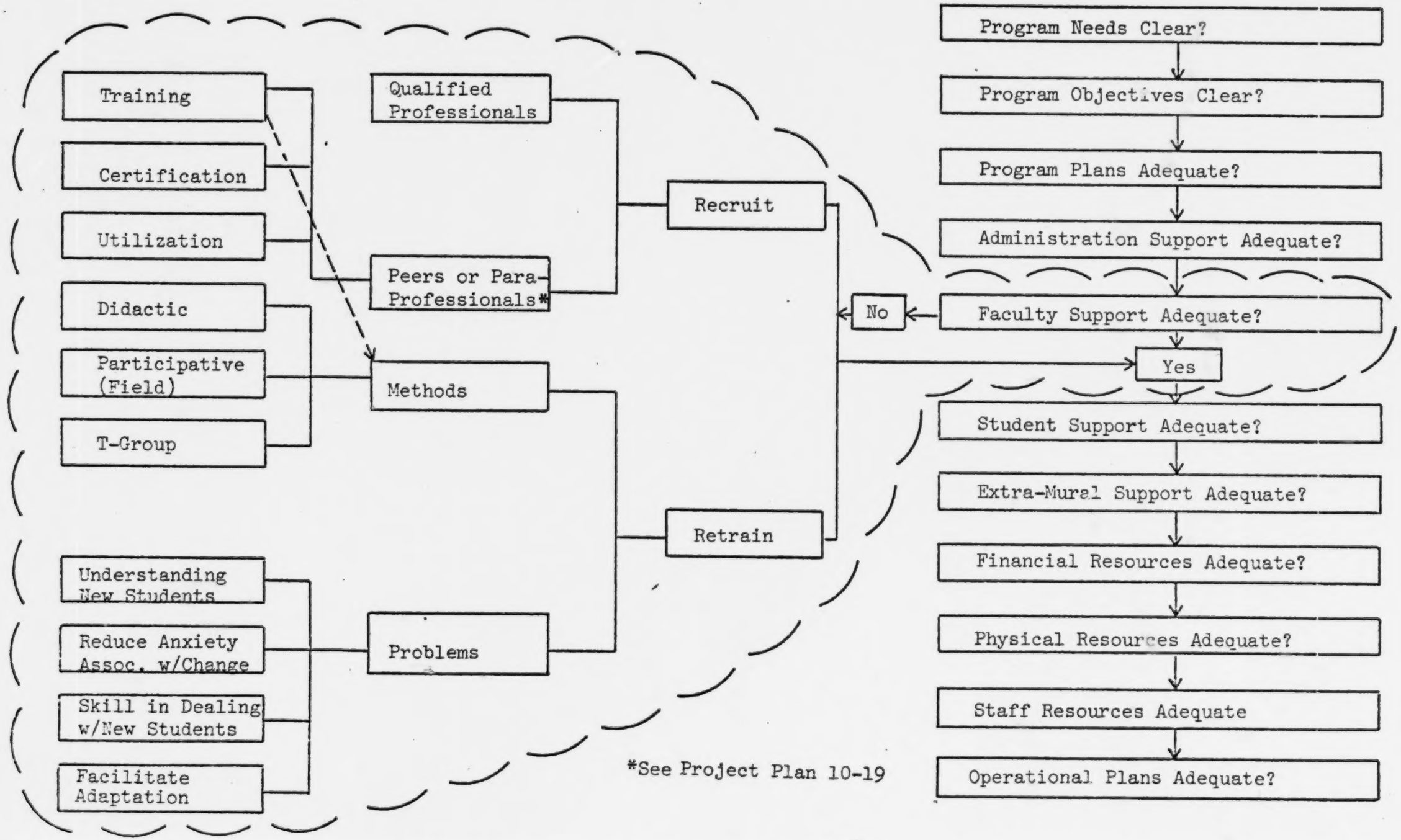
WORK PLAN FOR FISCAL YEAR 1971

This section contains a brief outline of the four Program 10 projects which will be initiated or continued in FY 1971. They are

CHART 5

Research Plan 10-D: Implementing Programs for New Students

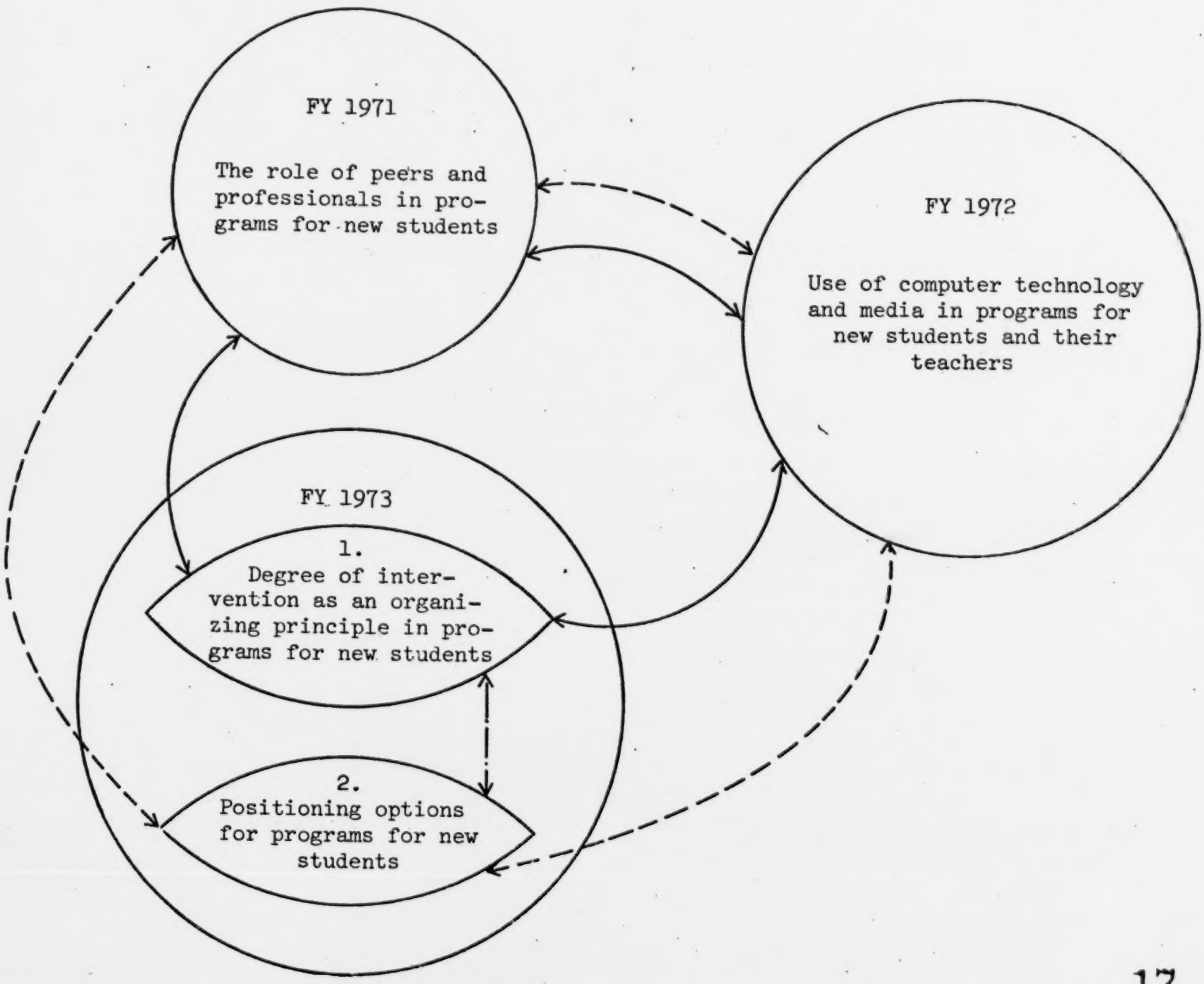
Task →	Identify Problems	Specify Procedures	Consider Alternatives	Meet Conditions
Process →	Survey, Experiment	Survey		A Priori Judgment
CPDHE Projects →		10-1, 10-6, 10-11, 20-31		Comm.College Orgn. Study: 20-51, 20-62, 20-63, 20-31, 30-3



*See Project Plan 10-19

all concerned with assessing aspects of a recent, widespread, and growing phenomenon--the use of student peers and paraprofessionals in professional roles in postsecondary education, particularly in the education of the new student.

This decision to key a bloc of synchronous projects to a given theme has been extended to the 1972 and 1973 Fiscal Years, and we wish to comment on and justify the tactic, as well as the order of priority given to aspects of the theme:


FY 1971
The role of peers and professionals in programs for new students
FY 1972
Use of computer technology and media in programs for new students and their teachers
FY 1973
1. Degree of intervention as an organizing principle in programs for new students
2. Positioning options for programs for new students

It will be seen that all aspects of the themes are interconnected. For example, one alternative in remedial instruction is to use peer tutors; another alternative involves employing computer-assisted instruction or programmed materials; or both approaches may be used simultaneously. Each aspect of the theme will interlock with, enrich, and widen the understanding of the others; it will add to a more subtle understanding of what is the major objective of this series of investigations--how the education for the new student, and ultimately for all postsecondary students, may be individualized and made maximally effective. The new student is singled out for attention because his needs are acute and immediate.

The order in which the aspects of the theme are attacked is not crucial, since they will overlap and finally complement one another. For example, in discovering and classifying programs entailing the use of peers and paraprofessionals in FY 1971, we will deliberately seek to acquire comprehensive information on programs involving use of computers and media for new students, and this information will provide the basis for launching the investigations tied into the FY 1972 aspects of the theme.

The decision to follow a thematic approach has pragmatic justifications. The value of this sort of approach seems obvious and is particularly promising when pursuing different plans of research which ultimately concentrate on major problems or issues or broad areas of concern. Upon completion of any theme-tied sequence of

investigations, it will immediately be possible to draw a reasonably complete set of conclusions about the theme subject without having to wait for the whole program of research to be concluded. Developmental materials may then be prepared on the basis of findings in relation to the theme.

The decision to devote the FY 1971 investigations to a consideration of the role of student peers and paraprofessionals in programs for new students was taken as a result of several considerations:

- The phenomenon is important, commonplace, and unappraised.
- The contention that the most potent force in the (informal) education of students is exerted by peers is part of the folklore of higher education. The ways in which this force has been institutionalized need description, analysis, and evaluation.
- Some of the personnel and other resources for addressing this aspect of the theme are immediately at hand at the Center.
- Delaying exploration of other aspects of the theme will permit experience with them to ripen. Computer applications to the process of counseling, for example, have had only a brief existence, and deferring consideration of the use of computers and media will assure a significant accretion of experience.

Each project proposal for 1971 sketches the objectives, target populations, outcomes, and products sought. Wherever possible, milestones are introduced at significant points in the life of the project. In an attempt to provide a greater measure of continuity, to reduce personnel costs, and to achieve other research and operational advantages, the conventional arrangement of associating a

project director and a staff with each project has not been followed in this program. Instead, a specialized, multidisciplinary, multiethnic research team will be assembled, and the various skills will be applied over the projects planned for 1971 and thereafter. The composition of the research group will vary over time as the character of the projects changes, but it will certainly include individuals in the following specialties:

- Literature analysis
- Electronic data processing and computer applications to educational problems
- Analysis of field practices and processes
- Measurement and evaluation

The plans and relational steps necessary for the fruitful application of this kind of concept are in the process of development, and the means by which this goal is achieved should provide a useful informational windfall for others interested in applying this same sort of procedure.

The four projects listed for initiation or continuation in 1971 represent the maximum effort possible in Program 10 under the most ideal conditions--requisite level of funding and the ability to attract properly qualified personnel for the team. Failure to meet either of these conditions will require a cutback which will take two forms; one will be the dropping of projects which bear less importantly on the research theme, and the second will be a curtailment of the amount and scope of field work carried on to test the

research questions or hypotheses held for each of the projects.

The specific projects for FY 1971 (continuing or new) are as follows:

PROJECT: 10-16

TITLE: The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of "New Students"

PRINCIPAL STAFF: E. Klingelhofer and Team

PROBLEM

To make counseling more attractive and more meaningful to the new student, many institutions have resorted to the use of peers and paraprofessionals in the counseling and guidance process. This practice has developed for several reasons: because counseling has been perceived as a means of socioeconomic oppression by some groups of new students and has, as a consequence, failed to gain or hold their confidence; because professional counselors, said to be drawn mainly from sociocultural milieu different from that of new student groups, have had difficulty establishing rapport or opening lines of communication with the new student; and because the incidence of self-confessed problems of a type requiring counseling attention is reported to be considerably greater among new students than among other groups, requiring amounts of help which are usually beyond the capacity of the existing services. The practice of using peers

and paraprofessionals for counseling is commonplace.

Very little is known about the backgrounds and qualifications of fully trained professionals who devote a significant amount of their time to counseling new students; even less is known about the qualifications of peers and paraprofessionals. The relative effectiveness of peers, paraprofessionals, and professional counselors in realizing stated and positive academic goals with the new students has not been examined with the care that the ubiquitousness of the practice demands.

OBJECTIVES

The objectives of Project 10-16 are: to ascertain the background, characteristics, attitudes, and values of professional counselors who provide services to new students; and to assess the differential effects of peer, paraprofessional, and professional counselors on the academic performance of new students.

The target populations are: new students, peer counselors, paraprofessional counselors, professional counselors.

Outcomes

Expected outcomes of this project will pertain to knowledge and to behavior. Those outcomes pertaining to knowledge will include: description of the characteristics and attributes of professional counselors who regularly work with new students; determining if the performance of students is differentially associated with the degree of professionalism of the counselor;

identification of student and counselor variables interacting in successful counseling outcomes; and identification of students likely to benefit from counseling with any of the several counselor types. Outcomes pertaining to behavior will be concerned with the effective counseling which should be associated with better academic performance, expressed in higher grade point averages, greater persistence, more rapid movement toward a goal, expressed satisfaction, and lowered reluctance to participate in counseling experiences.

Products

The expected products from this project are the following: a composite history of professional counselors of new students; diagnostic materials identifying the new student most likely to profit from counseling; diagnostic materials indicating which peer, paraprofessional, or professional counselors are most capable of working with new students; model training programs for peer and paraprofessional counselors; and video tapes for the training of prospective counselors of new students and for the orientation of new students to counseling.

STRATEGY

This project is part of a comprehensive and coordinated investigation into the role of peers and paraprofessionals in the postsecondary education of the new student. Projects 10-17, 10-18, and 10-19 deal with complementary aspects of this topic, which will be assessed through the combined efforts of a multidisciplinary,

multiethnic research team.

Institutions, programs, and individuals will be selected for study according to procedures outlined below in the work plan. An important feature of this and all other Program 10 projects is a set of milestones which, at given points in the progress of the investigation, will provide instruction on the value of continuing and the directions in which continuation should branch. The milestones for this project should provide, at crucial points in the investigation, this information:

- Whether the professional standing of the counselor relates to the efficacy of counseling.
- Whether the relative efficacy of counseling can be associated with other characteristics of the counselor, regardless of professional standing.
- Whether the relative efficacy of counseling can be associated with characteristics in the student counseled.
- Whether the pairing of characteristics of counselor and student counseled can facilitate counseling.
- Whether the counselor characteristics (skills) associated with counseling success can be transmitted.

Work Plan for Fiscal Year 1971

Work on this project began on September 1, 1970. The following sequence of activities will apply:

- Literature search and evaluation (3 months).
- Identification of features and location of programs using various kinds of counselors (4th and 5th months).
- Participative research planning conference (5th month).

- Selection of three or four community colleges offering programs or willing to cooperate. These institutions may be the same as the institutions in Project 20-27. Community colleges are selected because of the close identification of this type of institution with programs for new students and because counseling is routinely provided to all students in this type of institution. For the purely descriptive phases of the study, additional and more broadly based survey research, involving a wider sample of institutions, will be required; some consideration will need to be given to using a California sample and extending it to the secondary school where counselors significantly influence the attitudes of new students regarding the process (by 6th month).

- Instrumentation: adaptation of materials used in Project 10-1 for status measurement of students counseled (problems inventory with severity index additionally required); construction of questionnaires, scales, and personal data sheet for counselors (emphasizing empathic or relational qualities); construction of counseling outcomes (criterion) measures consisting of inputs for counselors and students counseled, including a replication of the status questionnaire and indirect measures of current status and performance; construction of materials for analysis of the process of counseling (frequency of contacts, place, how initiated, etc.); tryout of all instruments (by 8th month).

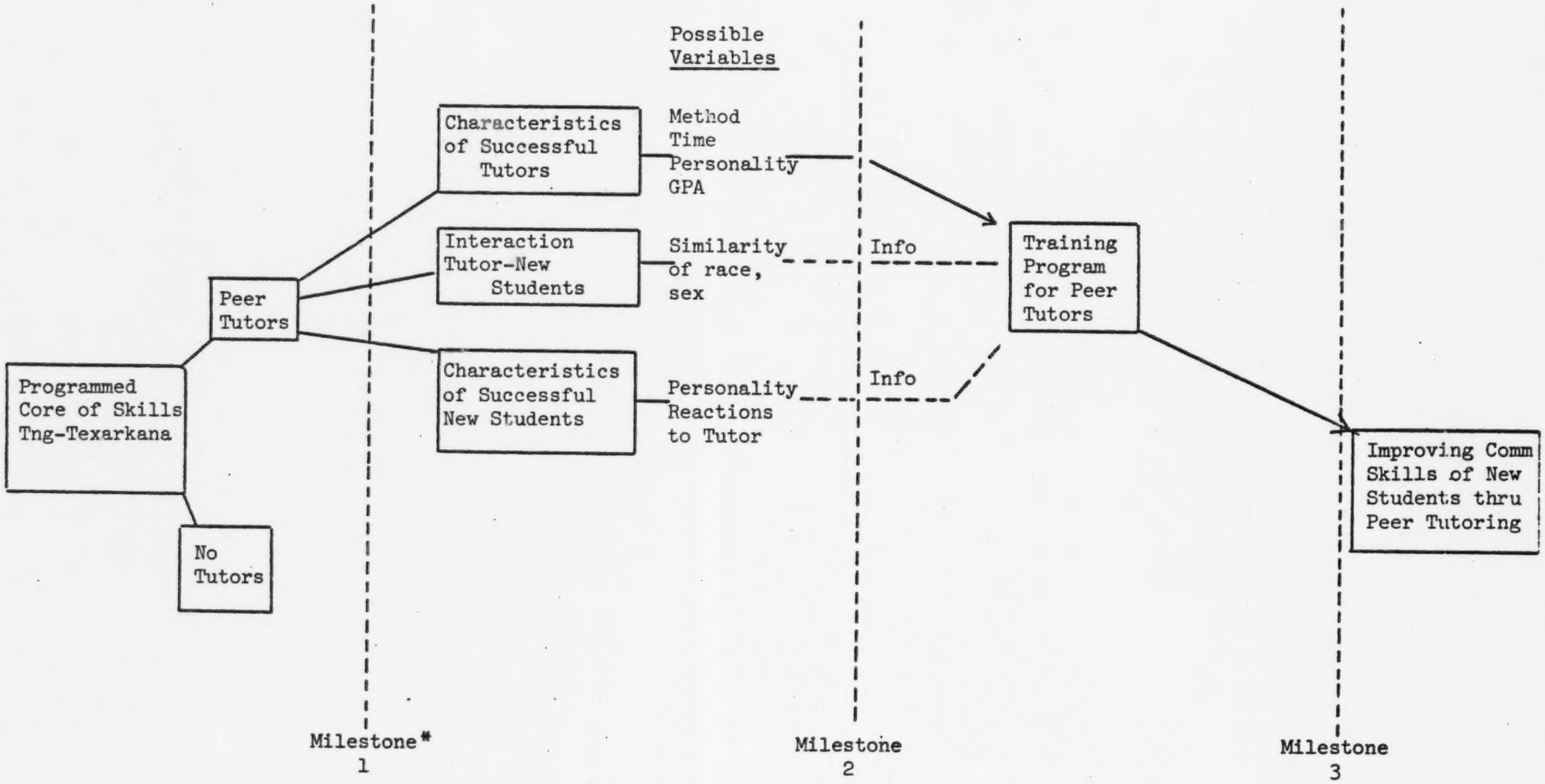
- Initial testing (12th month).

- Final testing (16th month).

- Collection of status and performance measures; analysis; preparation of products (by 20th month).

CHART 6

Project 10-~~16~~ 17: The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of New Students



*For discussion of the Milestones, see text.

PROJECT: 10-17

TITLE: Impact of a Program of Peer Tutoring on the Communications Skills of "New Students"

PRINCIPAL STAFF: E. Klingelhofer and Team

PROBLEM

New students who pursue a postsecondary educational program are quite likely to display a lack of proficiency in the skills of reading, writing, speaking, and listening. Traditionally, institutions have offered remedial courses or related programs in these and other areas in which the student was considered deficient by institutional standards. Recently, an important element has been added to many of these courses and programs--the utilization of peers to serve as tutors for students needing or wanting remedial or developmental assistance. There is some evidence to suggest that tutoring by peers results in effective and rapid learning, at least with younger children.

Part of the problem of training new students in skills is confounded by motivational shortcomings and by a failure of the students to incorporate or internalize the values reflected in academic achievement. Using peers--especially peers who are, in important respects, closely similar to the students with whom they are working--provides a model for the new student. The tutor also lends a positive value to the activity in question and provides supplementary instruction which is pitched at an appropriate level.

The effectiveness of peer tutoring has not been assessed with the care and intensity that is necessary to establish either its value or the conditions under which it can best be used.

OBJECTIVES

The objective of Project 10-17 is to determine how the communications skills of new students may be improved through the effective use of peer tutors.

The target populations are new students and peer tutors.

Outcomes

Knowledge resulting from this project will include: information about the extent to which peer tutoring results in significant gains over a basic program of training in communications skills; the characteristics of new students who benefit from peer tutoring; the characteristics of peer tutors who are effective; important matched characteristics between student and tutor; and an experimental program of training for peer tutors.

Project outcomes pertaining to the behavior of the target populations will include: for the new students--improved communications skills as determined by appropriate tests and, secondarily, improved grade point average, decreased dropout rate, positive attitudes regarding self and school, and satisfactions with the program; for the peer tutors--increased fulfillment of criteria for new student improvement and, secondarily, improved grade point average and satisfaction with the program.

Products

Products to result from this project are: diagnostic materials for determining which new students are most likely to profit from peer tutoring; diagnostic materials for identifying peer tutors; a model training program for peer tutors; and a series of video tapes to serve in both the informational and the instructional aspects of the training program.

STRATEGY

Project 10-17 grows naturally out of Center Projects 10-1 and 10-6; it relates to--and may ultimately concern itself with--some of the institutions studied in Project 20-27. It is part of the coordinated evaluation of the role of tutors and paraprofessionals in the education of new students, the research theme for Program 10 projects to be launched in Fiscal Year 1971.

The final design for research will grow out of a research planning conference which will address itself to the needs of individuals and institutions directly involved with the management of such programs in field settings; the design will rely heavily on suggestions from these individuals and institutions. Its ultimate form cannot be determined at this time, but some variation on the conventional model involving the comparison of effects over experimental and control groups will likely be found as an element in the total plan. The milestones built into Project 10-17 will tell us:

- Whether peer tutoring adds anything to a core program of communications skills training.

- Whether characteristics of effective tutors can be identified and, if so, provide a description of the nature of such characteristics.

- Whether characteristics of those likely to profit from tutoring can be identified.

- Whether matching of certain characteristics of new students and tutors is helpful.

- Whether characteristics of successful tutors can be developed through training.

Work Plan for Fiscal Year 1971

Project 10-17 was initiated on September 1, 1970. These steps will follow:

- Literature search and appraisal (first 2 months).

- Identification of features and location of promising programs using peer tutors (3rd and 4th months).

- Research planning conference to design appropriate research in consort with field personnel (6th month).

- Selection of three or four colleges offering programs or willing to cooperate in the project; at the outset, aggregate N in each of the two groups not to exceed 500 (7th month).

- Instrumentation and selection of criterion and status variables and measures; tryout of instruments (8th month).

- Initial criterion testing of new students; status testing of new students and peer tutors (12th month).

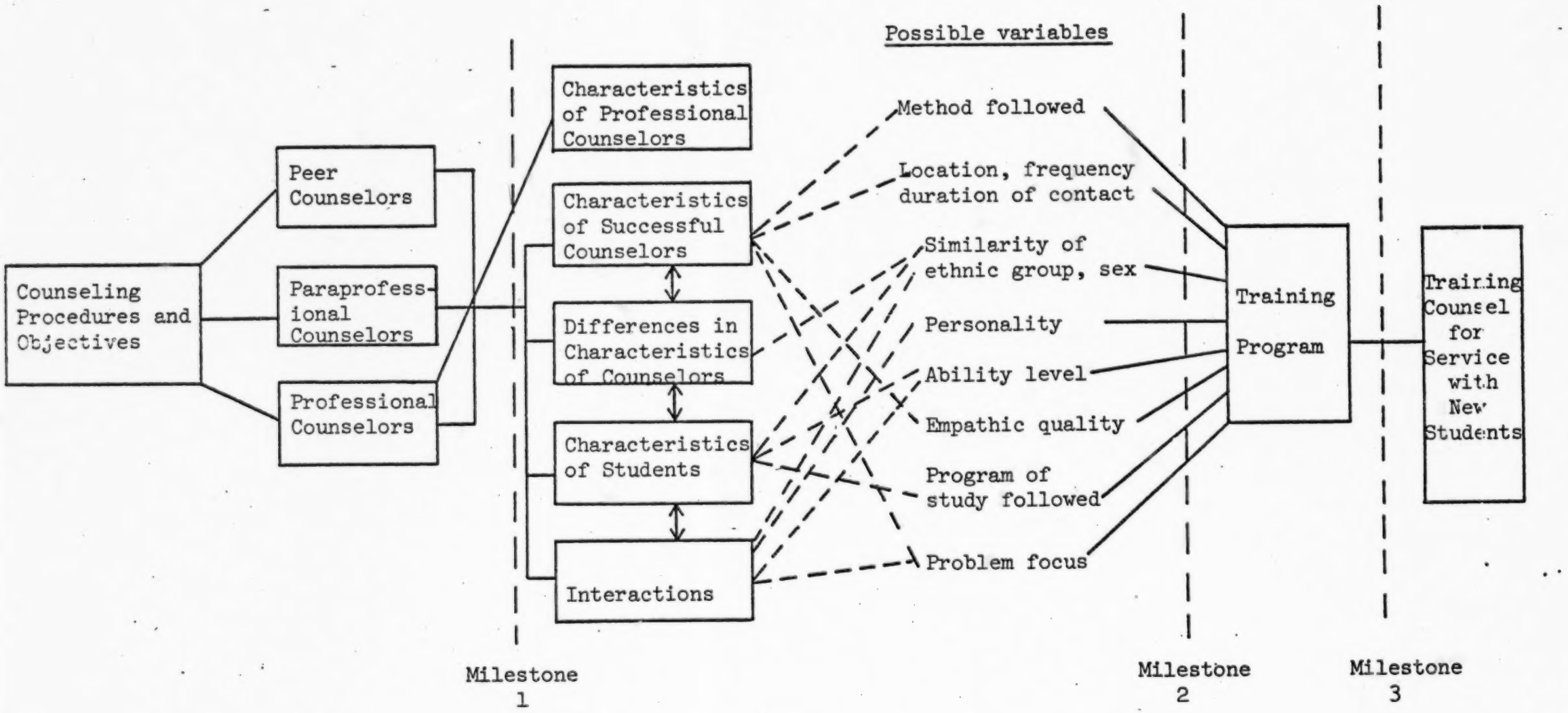
- Final testing of new students (16th month).

- Collection of other (secondary) criterion measures for new students and peer tutors (16th month).

- Analysis and preparation of products (by 20th month).

CHART 7

Project 10-~~17~~ 16: Impact of a Program of Peer Tutoring on the Communications Skills of New Students



PROJECT: 10-18

TITLE: Utilizing Tutors Effectively in Academic Programs for "New Students"

PRINCIPAL STAFF: E. Klingelhofer and Team

PROBLEM

As with the remedial programs (described in Project 10-17), tutors have been widely employed to assist new students to negotiate standard curricular offerings. On an informal basis this practice has long existed; intercollegiate athletic programs, for example, have relied heavily on these kinds of arrangements to nurture athletes, and other forms of academic coaching are found at all levels of education.

The strategies followed in providing formal, institutionalized tutorial assistance to new students vary greatly. The qualifications of tutors, the extent to which they are trained or prepared for service, the conditions of their availability, and the amount of aid provided or required differ according to institution, program, and discipline. How tutorial services may be most effectively provided to new students requires evaluation and constitutes the major emphasis of this project, which is a more broadly focussed companion to Project 10-17.

OBJECTIVES

The objective of Project 10-18 is to determine how the scholastic performance of new students in general, as well as vocational-

technical programs, may be maximized through the effective use of peer tutors.

The target populations are new students and peer tutors.

Outcomes

Knowledge resulting from this project will include: the general effectiveness of peer tutoring in nonremedial settings; the effectiveness of tutoring as a function of a type of discipline or program; the effectiveness of tutoring as a function of counselor characteristics; the effectiveness of tutoring as a function of new student characteristics; interactions among discipline or program and tutor and student; and the development of a comprehensive experimental program for the training of peer tutors.

Behavioral outcomes for the target populations will include: for the new students--relatively better performance in programs or disciplines in which tutoring has occurred and higher levels of satisfaction, greater persistence, and more favorable attitudes toward self and school; for the peer tutors--higher levels of involvement with students and school programs, greater feelings of satisfaction, and improved academic performance.

Products

Products to result from this project are: the development of working procedures and strategies in the management of tutoring programs; diagnostic materials for determining which new students are most likely to profit from tutoring; diagnostic materials for

determining which tutors are most likely to succeed with new students; model training programs for peer tutors; and a series of video tapes to serve in the informational and in the instructional aspects of the training program.

STRATEGY

The actual design of research for Project 10-18 will be carried out as part of a participative research planning conference which will also involve Projects 10-16 and 10-17. Within whatever constraints grow out of that conference, a series of steps will be developed, probably embodying many of the features listed and described in the Work Plan which appears below. In the course of research, we expect to be able to address ourselves, in turn, to each of the following milestone questions:

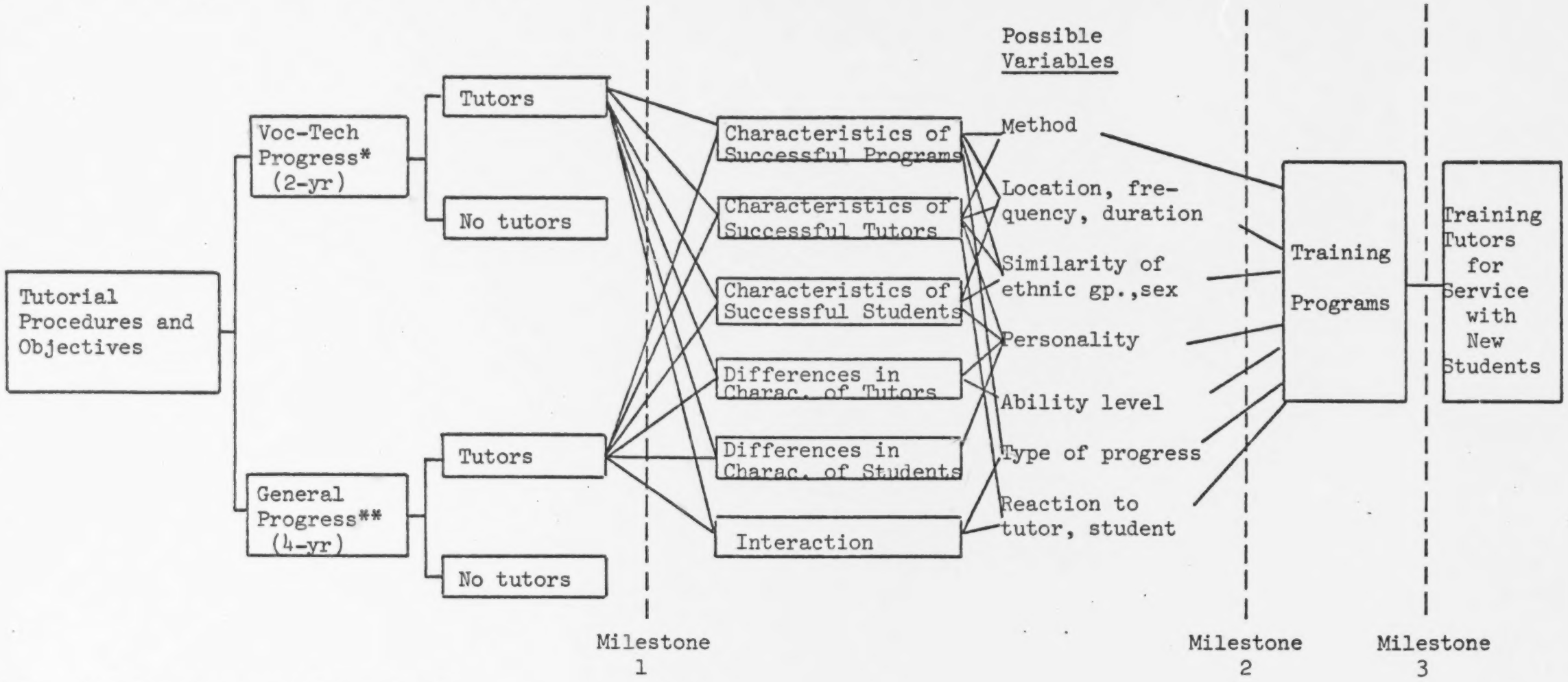
- Whether peer tutoring is effective in the wider college setting and, if so, where.
- Whether characteristics of successful tutors can be identified. (If so, a list of such qualities will be prepared.)
- Whether characteristics of students likely to profit from tutoring can be identified.
- Whether tutors and new students can usefully be matched on the basis of characteristics.
- Whether the characteristics of successful tutors can be developed through training.

Work Plan for Fiscal Year 1971

Project 10-18 will be initiated in February, 1971, although some aspects of the first steps will be completed in conjunction

CHART 8

Project 10-18: Utilizing Tutors Effectively in Academic Programs for New Students



* Tentatively, Business, Paramedical and Computer Technology programs

** Tentatively, Special tutoring programs established in the Social Sciences (Economics, History, Psychology), Mathematics, Life (Biology) Sciences, Chemistry

with Projects 10-16 and 10-17. These steps will follow:

- Literature search and appraisal (first 2 months, with overlap with Project 10-17).
- Identification of features and locations of promising programs using peer tutors (first 3 months).
- Research planning conference (1st month).
- Selection of a group of community colleges and publicly supported four-year colleges offering programs or willing to cooperate in the project. Community colleges will furnish vocational-technical programs; four-year colleges will supply general programs (by 3rd month).
- Instrumentation and selection of criterion and status variables and measures; experimental tryout of instruments and some pilot study (by 5th month).
- Initial criterion and status teaching of new students; status testing of peer tutors (7th month).
- Final testing of new students (11th month).
- Collection of other data (indirect measures) for new students and peer tutors (12th month).
- Analysis and preparation of products (by 16th month).

PROJECT: 10-19

TITLE: The Implementation of Programs for "New Students" Which Use Peers and Paraprofessionals

PRINCIPAL STAFF: E. Klingelhofer and Team

PROBLEM

The three Program 10 projects already described (Projects 10-16, 10-17, and 10-18) all bear on the problem of effective utilization

of peers or paraprofessionals in various aspects of postsecondary educational programs. Taken together, these projects should indicate the circumstances and conditions under which peer tutors or peer and paraprofessional counselors may be utilized advantageously, the kinds of training or preparation which may be necessary for them, and the qualities or characteristics they manifest which interact felicitously with those of the new students whose academic well-being they seek to promote.

The several projects will be concerned, in addition, to discover the processes by which successful programs for new students come into being. This information will be added to the other findings so that general statements about the elements of effective programs and the ways in which they achieved program status will result. Project 10-19 addresses itself to the task of collating findings about practices that are discovered to be effective as well as processes which may be observed in putting them into effect.

OBJECTIVES

The objectives of Project 10-19 are:

- To assess the place and role of the peer or paraprofessional tutor/counselor in postsecondary education.
- To determine the conditions which facilitate the initiation and implementation of successful programs employing peers and paraprofessionals.

The target populations are: institutions having or contemplating the introduction of peer or paraprofessional tutoring/coun-

seling programs; peer tutors/counselors; and paraprofessional tutors/counselors.

Outcomes

Knowledge expected to result from this project includes: the extent to which peers and paraprofessionals are involved in the postsecondary educational process; an understanding of the procedures through which peers or paraprofessionals come to be effectively employed in postsecondary education; methods by which peer and paraprofessional tutors or counselors may be most efficiently prepared for their roles; and a knowledge of contextual conditions which affect the success of such programs.

Products

Products resulting from this project will be: a comprehensive and critical evaluation of the effectiveness of the peer or paraprofessional tutor/counselor in postsecondary education; procedural statements on recruitment, training, and locating of peer tutors or counselors; suggestions for implementational steps in inaugurating tutoring/counseling programs utilizing student peers or paraprofessionals; and diagnostic statements about students likely to use and benefit from peer tutoring/counseling.

STRATEGY

The data resulting from Projects 10-16, 10-17, and 10-18 will also be used in Project 10-19 to develop a comprehensive statement

about the usefulness of peers and paraprofessionals as tutors and counselors in postsecondary education generally. Thus, the operational steps enumerated for those other projects will also apply to Project 10-19.

Project 10-19 will rely heavily on survey data (partly an adjunct and partly an extension of the data obtained in the other investigations) to determine the scope and the degree of utilization of peers and paraprofessionals in the education of students generally and new students particularly. This survey will proceed at roughly the same pace as the surveys in the other projects, but it will be initiated later than the surveys in the other projects. Special attention will be given in this survey to institutions having long experience with the problems of new students (e.g., community colleges and schools with heavy or exclusively minority enrollments) and institutions and programs relying heavily on the use of peers in the total educational process.

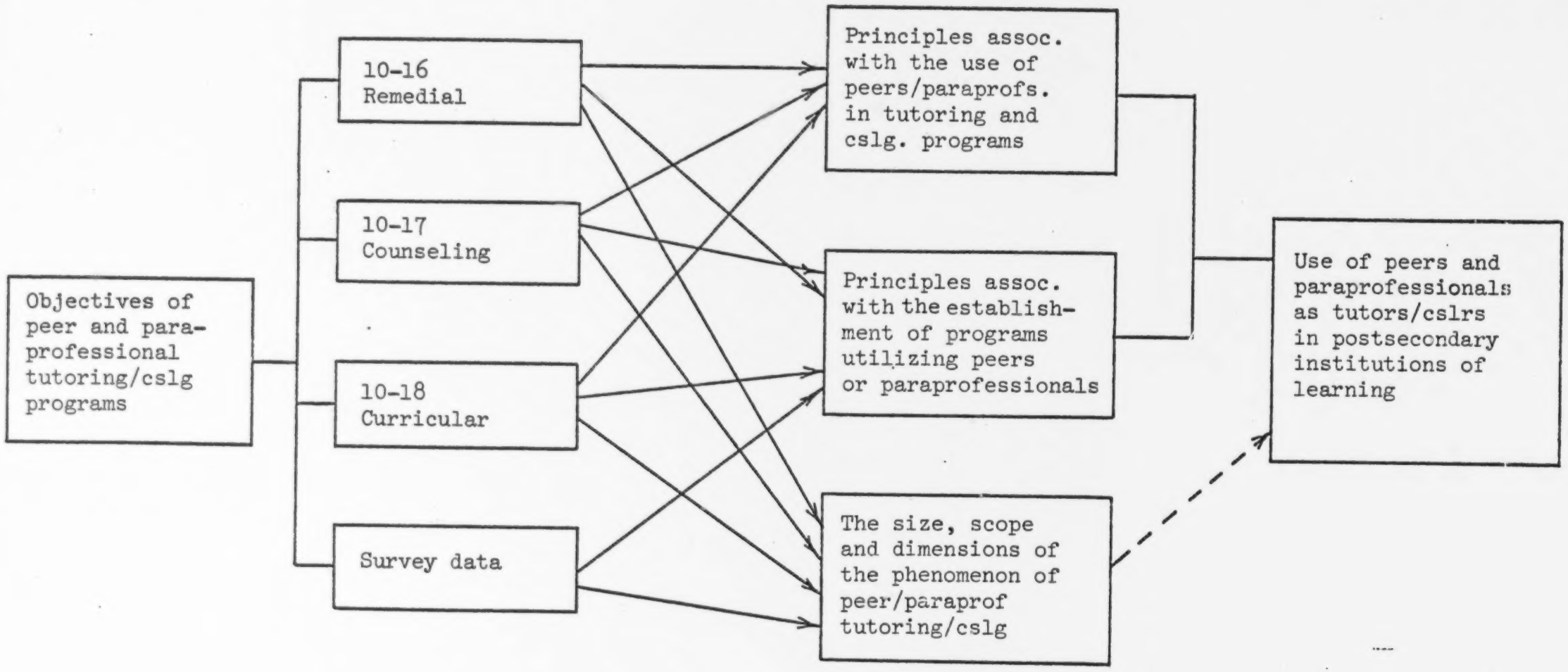
Work Plan for Fiscal Year 1971

Analyses and products will be scheduled to appear about four-to-six months after completion of the last of the three basic investigations supporting this project (Projects 10-16, 10-17, and 10-18).

1972 and 1973 PROJECTIONS FOR PROJECT 10

The general theme and specific project proposals for FY 1971 have been set forth in the work plan for 1971. For 1972 and 1973,

CHART 9
Project 10-19: The Implementation of Programs for New Students which Use Peers and Paraprofessionals


Objectives of peer and para-professional tutoring/cslg programs
10-16 Remedial
10-17 Counseling
10-18 Curricular
Survey data
Principles assoc. with the use of peers/paraprofs. in tutoring and cslg. programs
Principles assoc. with the establish-ment of programs utilizing peers or paraprofessionals
The size, scope and dimensions of the phenomenon of peer/paraprof tutoring/cslg
Use of peers and paraprofessionals as tutors/cslrs in postsecondary institutions of learning

we propose to continue to organize the investigations of the academic acculturation of the new student around specific themes. Observing this organizing principle will permit us to examine, systematically and thoroughly, the individual research questions listed in the several research plans and to explore fully the foci named in the areas of research identified in the overall conceptual model. Themes, order, and sequence of the research projects planned appear in Chart 10, which also depicts approximate durations of individual projects. Because of the use of a team approach, it will be possible to initiate preliminary work on some projects before the fiscal year in which they are nominally listed for starting. Thus, for example, Projects 10-20 and 10-24--which deal with the use of computers and media in remedial and in the general curriculum--will have their literature-survey and program-selection phases well under way before the end of the 1971 Fiscal Year. The need for try-out and the necessity to mesh project timetables with the academic year, for collection of status and criterion variable data, mean that project completion times cannot conform to the fiscal year pattern and that the completion of themed research for one year will generally occur six-to-ten months after the end of the fiscal year in which it has been charted.

Tentative titles for projects for Fiscal Years 1972 and 1973 are as follows:

Year	Project No.	Area	Title
1972	10-20	Remedial	Computers, teaching, and media (audio, video) in remedial communications skills training programs for new students.
1972	10-21	Counseling	Computer applications in the vocational-educational counseling and guidance of new students.
1972	10-22	Curriculum	Computer-assisted instruction in academic and vocational-technical programs for new students.
1972	10-23	Implementation	Using media and computers to prepare faculty for service with new students.
1973	10-24	Remedial	The Professor Harold Hill effect; remedial training through exhortation and positive prophecy.
1973	10-25	Remedial	Differential effectiveness of integrated and segregated remedial programs for new students.
1973	10-26	Counseling	Interventiveness and permissiveness as counseling strategies with new students.
1973	10-27	Counseling	Effectiveness of counseling as a function of locational and temporal variables.
1973	10-28	Curriculum	No-fail grading policies and their relationships to the academic performance of new students.
1973	10-29	Curriculum	Strategies for facilitating intra-school transfer between majors for new students and their relationship to academic performance.

Year	Project No.	Area	Title
1973	10-30	Curriculum	Characteristics and effectiveness of community involvement courses or experiences for new students.
1973	10-31	Curriculum	The relative effectiveness of academic and vocational-technical programs integrated with or segregated from ordinary institutional curricula.
1973	10-32	Implementation	Achieving college-community cooperation in the development and maintenance of specialized programs and services for new students.

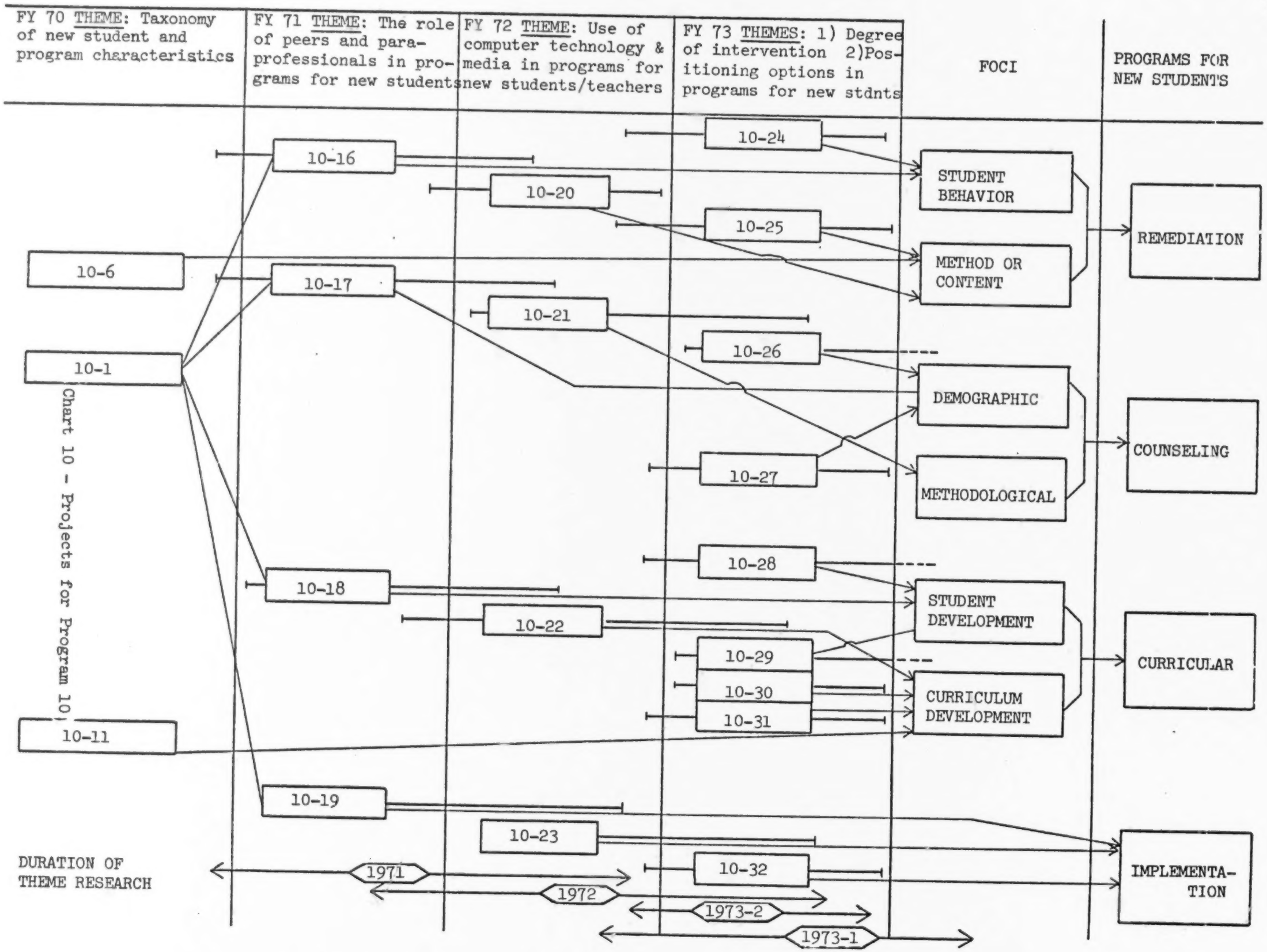


Chart 10 - Projects for Program 10